

Part I: Strategies implemented in 2001-03

The following strategies were identified in the 2001-03 accountability plan as part of the on-going commitment to improved performance on the institution's accountability measures. Updates on these strategies are included in this section.

Common Measures: Graduation Efficiency Index (GEI), retention and 5-yr. Freshmen graduation rates

2001-03 strategies

- Complete the BAE review process
- Implement new process on program review with a specific focus on evaluating number of credits required
- Continue refining our articulation agreements with community college partners
- Fully implement the On-Course software program for tracking student progress through their degree programs
- Widen the exposure to EagleNet through training of department advisors
- Under the auspices of the Enrollment Management Task Force, begin the campus-wide movement to block scheduling for the university
- Academic Advising has established an office goal that at least 50% of student advisees will have a 1-year planned schedule of courses
- Continue the high frequency of financial aid advising
- As part of the QSI activities, create service nodes within academic space that bring student services to the colleges and departments. Some services will be more self-serve KIOSKS whereas others will be staffed by knowledgeable, cross-trained student services staff
- Implement the Techeze initiative, funded under a Title III grant, to serve as a single point of contact help desk for students who have questions or problems regarding hardware or software
- Create the CyberCafe in Pence Union Building (PUB) with 17 Internet-access only computing stations for open student access
- Implement a peer mentoring program through the First Year Experiences program in which 25 students serve as peer mentors for over 100 students to provide interpersonal supports

2001-03 strategies update

- Program reviews on the BAE degree options were completed for the primary endorsement areas for subject disciplines with review of the Education core next to be completed.
- The Colleges began an intensive internal program review and program audit which included a specific focus on reduction in program size and comparison of program size to that of peer institutions.
- New policies regarding the development of articulation agreements have been drafted and are being reviewed with the college Deans, after which full review of existing articulation agreements will be completed.

Eastern Washington University
Accountability Plan for 2003-2005

- The strategy to implement the On-Course software program for student access to determining remaining courses needed for degree completion was replaced by a new software product, the Degree Audit Reporting System (DARS), and information resources staff are currently being trained to conduct the programming required to complete its implementation.
- The online registration system, EagleNet, became fully operational and has quickly replaced other forms of registration activities (over 80% of registrations done via this mode of registration) as the primary method through which students register for classes as well as conduct other types of university business. Tech support personnel worked with Admissions staff on training students to use the system during peak registration periods, the first priority before similar training with faculty.
- A student survey regarding the movement to block scheduling was completed and the initiative was presented to the larger academic community via a round of discussions with the academic Deans and department chairs. In the Spring of 2003, the Faculty Senate approved what has become known as the “Palouse Plan” for course scheduling with the expectation that it be implemented as of Fall, 2004. The model offers particular attention to the reduction of course scheduling conflicts and expanding the course offerings throughout the day.
- Academic Advising met its office goal that at least 50% of student advisees would have a 1-year planned schedule of courses. Every Freshman was advised every quarter. Additionally staff advisors began to meet with undeclared transfer students to assist them in planning their programs of study.
- Data from the Financial Aid Office continues to indicate high levels of weekly averages in “walk-in” student contacts (approx. 600 per week) regarding financial aid issues. Phone calls to and from the office averaged approx. 900 per week over the biennium, down from the previous plan period due to increased application processing efficiencies in the office.
- Two major academic units, the School of Social Work and the College of Social and Behavioral Sciences, were identified as pilot areas for implementing service nodes within academic space. Due to the major shifts in senior leadership within Academic Affairs and Student Services that occurred during the 2001-03 biennium, further work on this strategy has been delayed until the 2003-05 biennium.
- The Tech-EZE initiative, which provides students with an online knowledgebase of frequently asked questions regarding EWU and/or its technology as well as the capability of asking technology questions on-line or in-person at a helpdesk, went into full operation as of Sept. 2001. To almost 15,000 FAQs and searches have been completed with another 1,500 live, e-mail or Web inquiries having occurred. Student responses on service quality indicate that 83% rate the Tech-EZE service delivery as “Very good” to “Excellent”.
- The CyberCafe initiative has been wildly successful with students. Student utilization of the 17 computers in the PUB has consistently been 75%-100% during all hours of operation. Based on the high service demand, an additional 12 computers will expand the CyberCafe into another area of the PUB coming in Fall 2003.

Eastern Washington University
Accountability Plan for 2003-2005

- The First Year Experiences Office, in collaboration with our Health, Wellness and Prevention Services office, started their Peer Mentoring program in the Fall of 2002. Thirty peer mentors and approx. 100 new students participated in the program.

Additional activities in 2001-03 related to Common Measures

- Student support services offered through the Academic Support Center, the Writer's Center and the Math Lab have recorded significantly increased student demand for assistance over the biennium. For example, student contact hours for the Math Lab increased to 9,968 for AY 2001-02 from 6,327 SCH in AY 1999-2000.
- Policies were implemented that require current students to finish Math and English competencies within the first 45 credits and new potential transfer students to complete them prior to being accepted at EWU.
- An existing position in the Undergraduate Affairs Office was restructured to form a Community College Relations Officer position with the specific charge for facilitating transfer issues with our community college partners.
- In collaboration with Central Washington University and the regional community colleges, Eastern was active in the creation of the "Transition to Success", a program designed to simplify and clarify student transition from high school to community college to university. One key aspect of the program is that students will complete a Master Academic Plan (MAP) which clearly outlines the community college and university courses necessary to achieve their baccalaureate academic goal.
- New student participation in Fall orientation sessions held immediately prior to the start of Fall term increased significantly. Students registering for the Fall Orientation short course/workshop credits (ITDS 197) have increased for 270 students in the Fall of 2000 to 789 students for Fall, 2003. Many additional students also attended orientation beyond these enrollment numbers. The number of EWU student orientation peer leaders has increased from 36 to 88 leaders in the past 3 years as well.
- The First Year Experiences Office has continued to fund a First Year Experiences course offered through the Department of Psychology to provide new students with the opportunity to learn about EWU services, university procedures, and student programs from guest speakers from Student Services and Academic Affairs as they make the transition to college life.
- The Office of Institutional Research, Demography & Assessment began internal detail analyses on the common measures and will complete its report by Fall term, 2003. It has also arranged agreements with its IR counterparts at EWU's primary community college from which our transfer students originate to conduct joint institution-specific trend analyses of transfer performance using the Mutual Records Transcript Enterprise (MRTE) study database. A joint meeting to discuss the dataset was hosted and held at EWU during Spring term, 2003.
- The Career Planning Office continued its Career Development courses particularly for undecided students. 126 students enrolled in the course during the 2001-03 academic years. Office staff have also created a Blackboard-based course, which guides students through a comprehensive set of steps in the career-planning process.

- Partnerships between Career Planning and academic departments were maintained and discussions begun to create Centers of Influence so as to decentralize the delivery of career-related information by bringing it into the departments.

Institution-specific measures

1. Student Credit Hours/FTE Faculty

2001-03 strategies

- As part of the Enrollment Management Task Force, implement further optimization of classroom utilization (i.e., increasing the efficient use of classroom space by matching class size maxima with physical seating capacity).
- Through block scheduling, optimize schedule options so students can enroll in more courses.
- Continue planning meetings between Undergraduate Affairs Office staff and college deans reviewing General Education course demand and section availability.

2001-03 strategies update

- Two activities supported our strategy to optimize classroom utilization: the completion of a Modes of Instruction study, which specifies a class-size range for courses of different pedagogical classifications (i.e., lectures, seminars, etc), and the movement to increase more General Education course sections class sizes to accommodate our increasing Freshman enrollments. There has been additional activity to move to a more centralized room scheduling system in an attempt to better match class enrollments with available instructional rooms. For example, a recent test of the block scheduling model indicated that less than 1% of classroom space was being “pre-assigned” by departments.
- The block scheduling initiative, as noted in the Common Measures discussion, is underway and scheduled for implementation in Fall, 2004.
- Undergraduate Affairs Office staff met regularly with the college Deans to update them on the General Education course section enrollment demands. This effort was successful in managing both the number of sections needed for the GECD courses in addition to the section sizes. For example, in Fall 2000 310 sections of 100-level courses were offered with a resulting headcount enrollment of 9,878. In Fall 2001, however, 292 100-level course sections were offered and obtained HC enrollments of 10,448.

2. Experiential learning

2001-03 strategies

- Continue partnerships between Career Planning – Internship Office, department Internship directors, and the Alumni Office alumni mentors in support of internship courses
- Implement the “Students Offering Service” program through the Career Planning – Internship Office that promotes community service and volunteering for individual students and student groups
- Continue university support for the Undergraduate Research Symposium

Eastern Washington University
Accountability Plan for 2003-2005

- Continue the emphasis in many degree programs for direct field and research activities to complement classroom experiences (i.e., the concept of theory to practice)

2001-03 strategies update

- The Career Planning – Internship Office has maintained its active relationships department Internship directors and the Alumni Office alumni mentors and worked with more than 500 students annually in structured internships (note: students can also take internship credited through their department that are not coordinated through the Internship Office). The Office notes that students have increasingly been active in internship experiences throughout the school year as opposed to during summer session.
- The “Students Offering Service” program was initiated through the Career Planning – Internship Office and has seen enthusiastic student participation rates. Over 800 students have engaged in co-curricular service at such sites as Habitat for Humanity, Second Harvest Food Bank, and the Cheney School District. Many student clubs and organizations as well as residence halls participate as a group in these volunteer efforts.
- The annual EWU Student Research and Creative Works Symposium has been tremendously successful since its initial development six years ago. Student participation has steadily increased each year and has included a wide array of student research presentations, historical reviews, and student creative works in literature, music and art. Attendance at the keynote speakers address has been “standing room only” for the past 3 years demonstrating the keen interest in our academic and student community for research activities done by leading EWU faculty.
- All academic departments at EWU offer some form of experiential learning classes (i.e., direct field and research activities) to complement traditional classroom experiences. We are currently analyzing which of those offerings have attracted active enrollments from their majors.
- Using a portion of a FIPSE grant awarded to the College of Social and Behavioral Sciences, the college began the development of certificate programs that require an internship component. At this point, CSBS has 12 certificate programs (all of which have a required internship component) ready for implementation.

3. Distance learning courses using the Internet

2001-03 strategies

- Continue faculty supports for distance learning through the collaboration of the Teaching & Learning Center, the Division of Extended Learning, and the Colleges/Departments
- Facilitate faculty development of distance learning courses through workshops regarding internet-based technology
- Increase faculty access to EWU’s new instructional designer in the Teaching & Learning Center

2001-03 strategies update

- Under the auspices of the Title III grant, the Teaching and Learning Center continued its faculty development efforts and, as of Oct. 2002, 151 EWU faculty had received assistance via TLC grants and office support to develop and revise courses with a significant introduction of technology to be used both by the faculty and the students in the courses. These faculty worked closely with the instructional designers in the development of their projects. Additionally, the Teaching & Learning Center has brought three public speakers, all specialists in information literacy and/or information technology, to EWU for open presentations to faculty.
- Faculty training workshops were conducted through the collaboration of the Teaching & Learning Center, the Division of Educational Outreach, and the Colleges/Departments (e.g., workshops on Blackboard mediated courses, stipends for developing technology-enriched courses).
- Policy changes were reviewed and implemented at the Graduate and Undergraduate Affairs Councils that endorsed accepting distance-delivered, web-based courses.

4. Freshmen Academic Involvement index

2001-03 strategies

- Complete and disseminate the Instructional Modes study currently under way which will clarify and reclassify current instructional practices with the opportunity to address the needs of moving toward an engaging learning environment
- Conduct a Brown Bag Lunch through the Teaching & Learning Center's Brown Bag Lunch Series to specifically engage faculty in a discussion of the CSEQ with the end goal being the development of strategies for increasing engagement with students
- Conduct a series of discussion groups with students via the Associated Students of Eastern (ASEWU) student government group regarding strategies for increasing student engagement

2001-03 strategies update

- The Instructional Modes study was completed and is currently being implemented with the administrative information system.
- The first Brown Bag faculty lunch to discuss cumulative CSEQ results has been scheduled for October 2003.
- The Office of Institutional Research, Demography & Assessment has actively worked with the Associated Students of Eastern on 4 surveys targeting student experiences with course scheduling, attendance at athletic events, interest in free legal forums and utilization of EWU recreational facilities.

II. Baselines, measures, targets, and strategies

Before our discussion on new strategies for the 2003-05 biennium, we'd like to note that Eastern is beginning an intensive institutional strategic planning process in Fall, 2003. Many of the accountability measures will be addressed as part of this comprehensive plan.

Common Measures:

1. Undergraduate Graduation Efficiency Index

$$\text{GEI} = \frac{\text{Minimum required credits for the degree} - \text{transfer credits}}{\text{Number of credits earned at EWU}} \times 100$$

Common Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Graduation Efficiency Index			
a. Freshmen	87.9 %	87.7 %	91 %
b. Transfers	77.9 %	77.4 %	82.5 %

Strategies for 2003-05

- Revisit methodology for calculating GEI within the institution; verify and update degree credit requirements for majors
- Complete GEI internal analysis and institutional report for transfer and Freshmen populations by Fall term 2003 and communicate results to Academic Affairs. Further work will be done between the Colleges and Academic Advising to devise major-specific plans to increase the GEI in identified problem academic areas.
- Continue to implement the competency requirement for Math and English for transfer student population
- Continue analysis of MRTE data analysis and discussions with community college partners via our Community College Relations Officer
- Continue to develop Transition to Success programs for common advising of future community college transfers

2. Undergraduate Student Retention

Definition = percentage of students who registered in fall term who also registered the following fall term.

Common Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Undergraduate Retention	88.5 %	88 %	90 %

Strategies for 2003-05

- Conduct retention trend analysis of student retention data across all years in school using data from internal sources and National Student Clearinghouse student tracking data
- Identify specific student groups at risk for attrition and begin population-specific intervention groups
- Continue student-run focus groups on retention

3. Five Year Graduation Rates

Definition = percentage of a freshman cohort that graduates within subsequent five years

Common Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
5-Year Freshman Graduation Rate	41.7 %	37.4 %	45 %

Strategies for 2003-05

- Complete and disseminate the internal analysis report regarding Freshman graduation rates to Academic Affairs with specific focus on a breakdown by majors
- Complete and disseminate a MRTE database analysis of student course-taking activity and the major declaration process as it relates to progress towards graduation
- Conduct and complete a review of General Education courses as it relates to progress towards graduation
- As part of the Academic Affairs strategic planning process, complete a program review that focuses on internal program efficiencies

Institution-Specific Performance Measures:

4. Faculty Productivity: Student Credit Hours/FTE Faculty

Definition = average SCH for IPEDs-defined full-time equivalent faculty

Institution-Specific Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Faculty Productivity			
a. Student Credit Hours/FTE Faculty	305.9	336.4	maintain current performance levels

Strategies for 2003-05

- Continue to monitor SCH production by department on a quarterly basis and report progress to EWU Deans and senior administration
- Continue GECR enrollment monitoring reports done by the Undergraduate Affairs Office
- Proceed with block scheduling process to be implemented Fall 2004
- Begin discussions about the feasibility of a move to semester system calendar

5. Experiential Learning

Definition = Total number of students taking experientially-based courses including research directed studies, internship, cooperative education, and/or service learning credits.

Institution-Specific Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Experiential Learning	2422	2971	maintain current performance levels

Strategies for 2003-05

- Identify new internship possibilities as they relate to our newest programs of study in Cyber-Security, Forensic Science, Software Engineering Technology and for our Doctorate in Physical Therapy and Masters in Occupational Therapy
- Continue partnerships between Career Planning – Internship Office, department Internship directors, and the Alumni Office alumni mentors in support of internship courses.
- Continue the “Students Offering Service” program through the Career Planning – Internship Office that promotes community service and volunteering for individual students and student groups.
- Continue university support for the Undergraduate Research Symposium.

**Eastern Washington University
Accountability Plan for 2003-2005**

- Complete the participation analysis on experiential learning courses and initiate planning efforts with low enrollment departments to increase student interest and participation.

6. Courses Using Distance Learning Technology

Definition = The annual number of courses offered by faculty who use the worldwide web.

Institution-Specific Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Courses Using Distance Learning Technology	6.4	23.7	37

Strategies for 2003-05

- Continue the conversion of Independent Learning courses (formerly known as correspondence courses) to Internet-based Blackboard format.
- Explore new market areas and course options for development of new courses for Internet delivery.

7. Freshman Academic Involvement Index

(NEW) Definition: The sample averages for the major subscales on the College Student Experience Questionnaire (CSEQ) administered annually to students.

Institution-Specific Measures	1996-99 Baseline Performance	1999-2001 Recalculated Baseline	2003-05 Plan Targets
Freshman Academic Involvement Index	n/a	met or exceeded national norms on 6 of 13 subscales	exceed national norms on all subscales

Strategies for 2003-05

- Eastern is changing the focus of this measure to using results for the full survey instrument rather than such a small subset of questions. We have found that several of the questions originally selected for the FAI index have become outdated as technology access has improved at EWU and feel that considering patterns of student experiences reported on the major subscales in the survey will provide us with a much broader understanding of the levels of student engagement and factors influencing them.
- continue the discussions and working relationship with ASEWU.
- continue Brown Bag lunches with faculty and Student Services to develop strategies for increasing student engagement.

Eastern Washington University
Accountability Plan for 2003-2005

Eastern Washington University						
<i>Common Measures</i>	1995-98 Baseline Performance	1999-2001 Recalculated Baselines	2001-02 Performance	2002-03 Performance (Avail. to date)	2003-05 Plan Targets	Legislative 2005 goals
Graduation Efficiency Index						
a. Freshmen	88.1%	87.7 %	89.1 %	Data Pending	91 %	95%
b. Transfers	78.3%	77.4 %	78.7 %	Data Pending	82.5 %	90%
Undergraduate Retention	88.5%	88 %	85.8 %	Data Pending	90 %	90%
5-Year Freshman Graduation Rate	42.1%	37.4 %	39.5 %	Data Pending	45 %	55%
<i>Institution-Specific Measures</i>						
Faculty Productivity						
Student Credit Hours/FTE Faculty	285.6	336.4	358	Data Pending	2005 Goal Met	300
Experiential Learning	NA	2971	5,153	5,213	2005 Goal Met	2740
Courses Using Distance Learning Technology	1.4	23.7	29	33	37	40
Freshman Academic Involvement Index	na	met/exceeded national norms on 6 of 13 subscales	met/exceeded national norms on 8 of 13 subscales	met/exceeded national norms on 7 of 13 subscales	all subscales exceed national norms	all subscales exceed national norms

What the Institution-Specific Measures Mean

Student Credit Hours/FTE Faculty: The ratio of student credit hours to the number of IPEDS-defined faculty for fall quarter.

Experiential Learning: Total number of students taking experientially-based courses including research directed studies, internship, cooperative education and/or service learning credits. (NOTE: measure definition was changed for the current biennium goals to include research directed studies as forms of “hands on” learning experiences.)

Courses Using Distance Learning Technology: The annual number of courses offered by faculty who use the worldwide web.

Freshman Academic Involvement Index: The sample averages for the major subscales on the College Student Experience Questionnaire (CSEQ) administered annually to students.